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ABSTRACT

The English text to accompany slides and tapes used in the Navajo School Board Training Project is presented in this booklet. The text for the audio-visual training session covers 92 frames and is divided into 4 major parts: the introduction; duties and responsibilities of a school board; useful information for school board members; and problems faced by school boards. (PS)

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INTRODUCTION TO SCHOOL BOARD TRAINING

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English Text to Accompany Slides and Tapes

NAVAJO SCHOOL BOARD
TRAINING PROJECT
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[1972]

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Narrator : Bob J. King

Foreword : Peter MacDonald
Anthony P. (Tony) Lincoln

Part I : Introduction

Part II : Duties and Responsibilities of a School Board

Part III : Useful Information for School Board Members

Part IV : Problems Faced by School Boards

Closing Acknowledgements

Frame 1

This is Bob King speaking to you. I am the Head of Educational Liaison in the Education Division of the Navajo Area Office. I will be your narrator for the school board training slides. I will be introducing some important guests. You will have an opportunity to hear them and also to see them as they speak to you on these tapes. In fact, we will start this audio-visual training session by introducing Mr. Peter MacDonald, Chairman of the Navajo Tribe.

Frame 2

I am Peter MacDonald, Your Tribal Chairman and I am pleased with this opportunity to visit with you by way of this audio tape.

One of the most far reaching Resolutions concerning Education was passed by the Navajo Tribal Council on August 8, 1969. It adopted the Act known as the Navajo Tribal Community School Board Act, relating to the establishment, organization and procedures of operation of Navajo Community School Boards. It provides the legal basis for the organization and operation of local school boards. It provides an essential vehicle by which Navajo Community Schools can be truly community schools representing the wishes and meeting the needs of the community.

My sincere congratulations to all school board members. My special commendations are extended to you that have attended the school board training sessions in order to better serve our people.

I am happy to introduce the training slides that together with the School Board Manual will become a permanent part of the training materials for new school board members.

You have met many, if not all, of the staff personnel of our new Tribal Education Department. Get well acquainted with them. Call on them. They are available to help you not only in your training as a school board member but will be happy to work with you in carrying out your duties as a school board member.
Thank you.

Narrator: For our next guest I am pleased to introduce Mr. Tony Lincoln, our Navajo Area Director. Mr. Lincoln will speak to you.

Frame 3

Mr. Lincoln: We in the BIA are most happy to share with the Tribal Education Committee the development of a program for school board training. Those of you that have engaged in the training deserve special commendation for your efforts to improve your skill and to

better serve our people.

A big welcome to you that have been recently appointed or elected to positions on your local school boards. We believe the training slides will give you a good introduction to school board training.

While most Navajo School Boards are advisory, it is our policy to share with you the important decisions within Federal law and regulations to which we are bound. Most Navajo Community School Boards have not found this advisory status a drawback but have used this time to gain experience and skill, looking forward to the time when they will assume even greater responsibility for educational programs.

Our technicians and total supervisory personnel stand ready to work with you at all times. My best wishes are extended to you.

Narrator: Now let's take a look at some introductory information about our home land and our people.

Frame 4

This is great country. This is Navajoland.

Frame 5

It is composed of beautiful mountains, hills and valleys.

Frames 6, 7, 8 and 9

These are some of our well known places.

Frame 10

This is one of our landmarks.

Frame 11

These are our children.

Frame 12

They go to schools.

Frame 13

They go to many kinds of schools - Public,
Mission and our Navajo Community Schools.

Frames 14, 15, 16, 17 and 18

These are some of our Navajo Community Schools.

Frame 19

Take a look at old Tuba City.

Frame 20

This is the new School at Tuba City.

Frame 21

Navajo Community Schools are guided by School Boards.

Frame 22

To be effective Navajo Community School Boards receive training. These training slides have been prepared to give you a brief introduction to what training is like.

Part II - Duties and Responsibilities

Frame 23

This is the Manual for Navajo Community School Board members. It is a guide for establishing and operating your community school board. It also gives a brief history of Navajo education. Read the Manual. If your English is limited, ask someone to read the Manual to you. Many of the training lessons that follow are taken from the Manual.

Frame 24

Probably the first question a new school board members asks or wants to know is - What do I do as a school board member. Let's take a good look.

Frame 25

First and most important of all, a school board sets policy. This is a word you will be hearing many times. Policy means a course of action. It means pre-determined directions. The principal of a school follows the policies, that is, the directions which have been established by the school board.

Frame 26

One kind of policy direction given to the administrator of the school is on the use of the school building for community initiated programs and activities.

Frame 27

The school board helps build a good total school program and sanctions curricular changes.

Frame 28

The school board builds good public relations with the Chapters, Agency and all community organizations to improve coordination, cooperation and good communication. This keeps a community working together.

Frame 29

The school board fosters parent involvement. The school board is a go-between the parents and school. This is a good way that parent in-put finds its way into the school program.

We will have much more to say about parent involvement.

Frame 30

The school board can be particularly effective and helpful in the enrollment of all children in schools.

Frame 31

The school board can be of help in solving local problems

Frame 32

A very important function of a school board is the selection of a principal and other school personnel. While the final authority rests with the BIA, school board recommendations are being followed in the selection of most personnel.

Frame 33

The school board should help develop the major aims and goals for the school. One school board identified seven (7) major aims for its school. They are:

Frame 34

1. To foster the best possible school environment that will encourage Indian children to develop positive attitudes about learning,

Frame 35

2. To make the most of the early years when children are impressionable and can learn so much,

Frame 36

3. To build a good foundation so children can, and will want to go on to high school and college,

Frame 37

4. To start children early thinking about and developing a foundation for future trades and professions,

Frame 38

5. To develop the child's full potential so he will not be dependent but learn to be professionally competent,

Frame 39

6. To stress the past ways of livelihood of the Navajo through their sheep, cattle, weaving, silversmithing, etc., and yet to have the child recognize that life is changing so he can look to and prepare for the future,

Frame 40

7. To help children appreciate and retain their full heritage because it is believed they will be stronger if they know their own ways of life.

Frame 41

Besides major aims, a School Board should help develop specific goals to try to accomplish

in a single good year. Some examples are:

Frame 42

To enroll all children the first day of school.

Frame 43

To improve attendance.

Frame 44

To secure playground or other equipment.

Frame 45

To develop an evening study hour.

Frame 46

To work for a ratio of one (1) teacher to each 20 pupils in the lower grades.

Frame 47

Let's say more about parent involvement in the education of their children. Parents often want to help but don't know how. A School Board member should tell parents or patrons how they can be real helpful in the education of their children. Look at some of the ways.

Frame 48 Prepare children for school.

- talk to them about school.
- tell them stories regularly.
- give them an early start in using the English language.

Frame 49 - read, or have some one read to them every day.
enroll them in pre-school, nursery, headstart and kindergarten programs wherever possible.

Frame 50

At six years of age enroll the child in regular school.

Frame 51

See that he attends regularly

Frame 52

Visit the school and the child's teacher. Ask the teacher to visit you.

Frame 53

Ask how you might be helpful to the school.

Frame 54

Some parents help with playdays, school parties, field trips and other school activities.

Frame 55

Other parents serve as home room mothers or on advisory committees or take part in Mom's and Pop's programs.

Frame 56

Interested parents always attend parent-teacher meetings and other school functions whenever possible.

Part III - Useful Information

Frame 57

Probably the next question a new school board member would ask is: What should I know about a school, its program and operation, that would be helpful to me in carrying out my duties and responsibilities as a school board member.

Let's look at some of the administrative operations of a school which concern school board members. They are:

Frame 58

School buildings, their repair and maintenance.

Frame 59

Buses, safety rules and transportation problems

Frame 60

School supplies, equipment and textbooks

Frame 61

Utilities, heat, electricity, water and phone.

Frame 62

Food services.

Frame 63

Staffing patterns, qualification standards set by state and Federal laws.

Frame 64

Recruitment and hiring procedures and good personnel practices established by state and Civil Service regulations.

Frame 65

Budget and School Fiannce - both where the money comes from and where the money goes.

Frame 66

Supplemental support. There are many possible sources of supplemental support for Navajo Community schools such as:

Title I funds of ESEA
Title II funds of ESEA
Title VII funds of ESEA
Save the Children Foundation funds and others.

A school board itself may raise funds for special projects.

Frame 67

Let's listen to the reading of a large list of administrative services with which a school board is concerned:

-New construction, maintenance and repair
-Busses and transportation
-Supplies, textbooks and utilities
-Food services
-Staffing patterns, certification and qualifications
-Personnel recruitment, leave and nepotism
-Purchasing, accounting and bookkeeping
-Salary schedules
-Budget

Frame 68

The heart of school operations is its curriculum, that is, what it teaches, the classes, the subjects taught. The total program of a school includes the curriculum, food services, trips, and sports. The total program includes all studies and activities of a school. School Boards are concerned with the curriculum and total program of a school.

Some of the special program concerns of Navajo Community School Boards are:

Frame 69

Bi-lingual instruction

Frame 70

How much Navajo life and customs should be included in the curriculum of the school?

Frame 71

Pre-school education opportunities.

Frame 72

Adult education opportunities.

Frame 73

Guidance practices, especially for older children.

Frame 74

Summer activities.

Frame 75 - Chart

Now take a look at all the major program services that may concern a School Board.

Part IV - Problems Faced by School Board Members

We said earlier that School Boards may help solve problems. All communities have some problems. And these problems are often reflected in the school. All School Boards have some problems. At earlier training sessions school board members identified the real problems they faced as school board members. Let's look at some of them.

Some problems may concern the Board itself, like:

Frame 76
Poor attendance at Board meetings.

Frame 77
Some members did not show interest in being a School Board member.

Frame 78
Poor working relationships between the Board and the School Principal. Some Boards believed the Principal did not involve them in some vital operations of the School.

Frame 79
The advisory status was a concern of some Boards.

Frame 80

The fact that School Boards receive no pay, only travel allowance was reported to be a personal hardship by some Board members.

Problems from the community were identified by School Board Members in training classes. Some of these were:

Frame 81

Local jealousies. One family wanting to run everything instead of working together.

Frame 82

Poor support by some Chapter Officers with other community leaders.

Frame 83

Some parents failed to cooperate with the School Board or school staff.

The School Boards in training also identified the real problems they saw that faced the schools. Some of these were:

Frame 84

School bus routes. This ranked first among most of the training groups as a school problem. Others were:

Frame 85

Poor attendance.

Frame 86

Poor communication between teacher and teacher aides.

Frame 87

Some schools need more supplies, equipment and facilities.

Frame 88

Teacher tenure too short. They felt many teachers did not stay long enough to really get acquainted and to be effective in the community.

Frame 89

Sure there are problems. But many, if not most of them can be solved by the School Board working in the closest possible cooperation with the parents, the communities, the Tribe and the BIA. Solving problems is part of the rewarding experience of representing the people on a School Board.

The best possible wishes are extended to you in both your training and your serving as a School Board Member by:

Frame 90

The Education Committee of the Navajo Tribe.

Frame 91

BIA personnel and

Frame 92

Your Consultants from the Arizona State University.